

HABITAT HEROES



What's a HABITAT?

A **habitat** is a special place where an animal or plant can live.

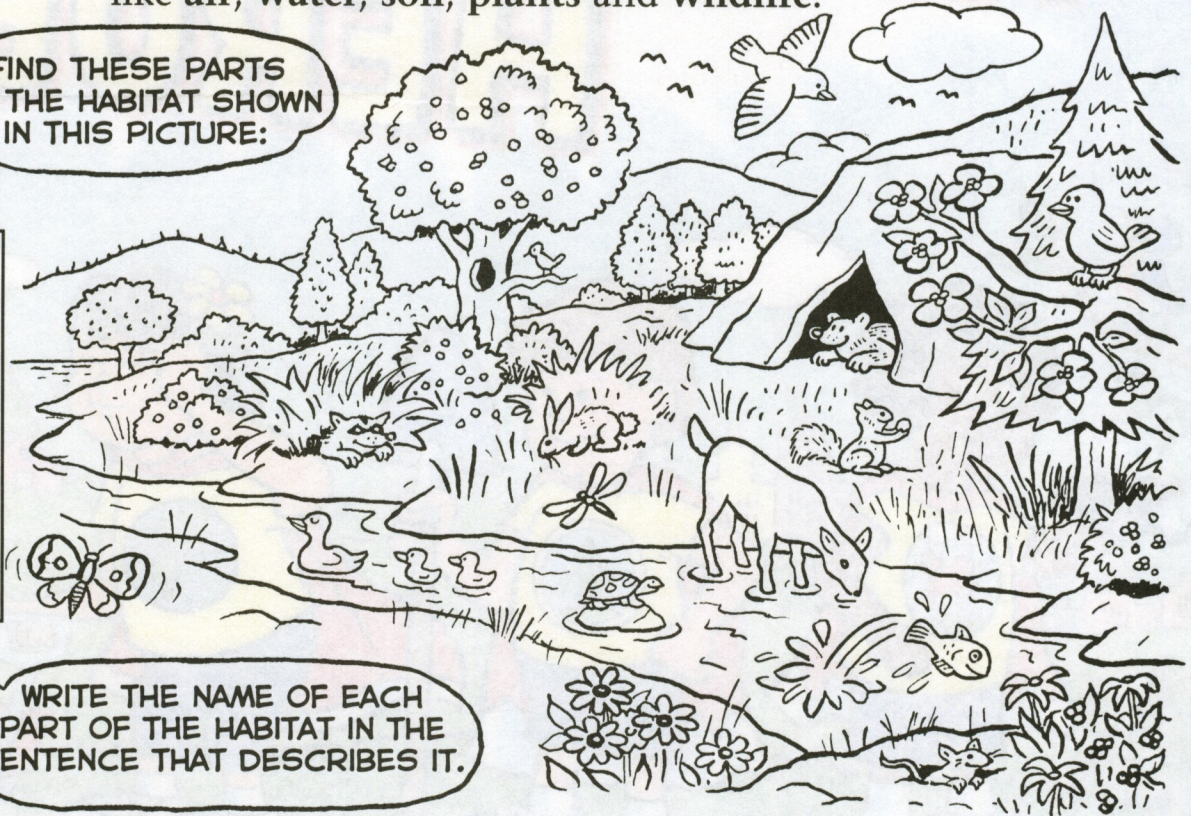
A habitat gives a plant or animal food, water, shelter and open space.

A good habitat has the right **resources** that a plant or animal needs to live, like **air, water, soil, plants and wildlife**.



FIND THESE PARTS
OF THE HABITAT SHOWN
IN THIS PICTURE:

- Air
- Water
- Plants
- Soil
- Wildlife
- Shelter
- Space



WRITE THE NAME OF EACH
PART OF THE HABITAT IN THE
SENTENCE THAT DESCRIBES IT.

1. Living things need to drink clean _____.
2. Plants have roots that grow in _____.
3. Plants and animals need to breathe clean _____.
4. Animals that live without
help from people are called _____.
5. For protection from harsh weather and
harmful creatures, animals need _____.
6. For their young to grow, animals need open _____.
7. Many animals get food from
leaves, nuts and fruit that grow on _____.

Goal: Readers will identify resources in an illustration, then write their names in a sentence that describes their value.

EE Standards: Strand 1 – Questioning and analysis skills. Guideline E – Learners are able to describe data and organize information to search for relationships and patterns concerning the environment and environmental topics. References to National Education Standards: Arts 34; English Language Arts 35-36; Geography 47, 107-111; Mathematics 54-56, 60-62.

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Answers
1. Water
2. Soil
3. Air
4. Wildlife
5. Shelter
6. Space
7. Plants

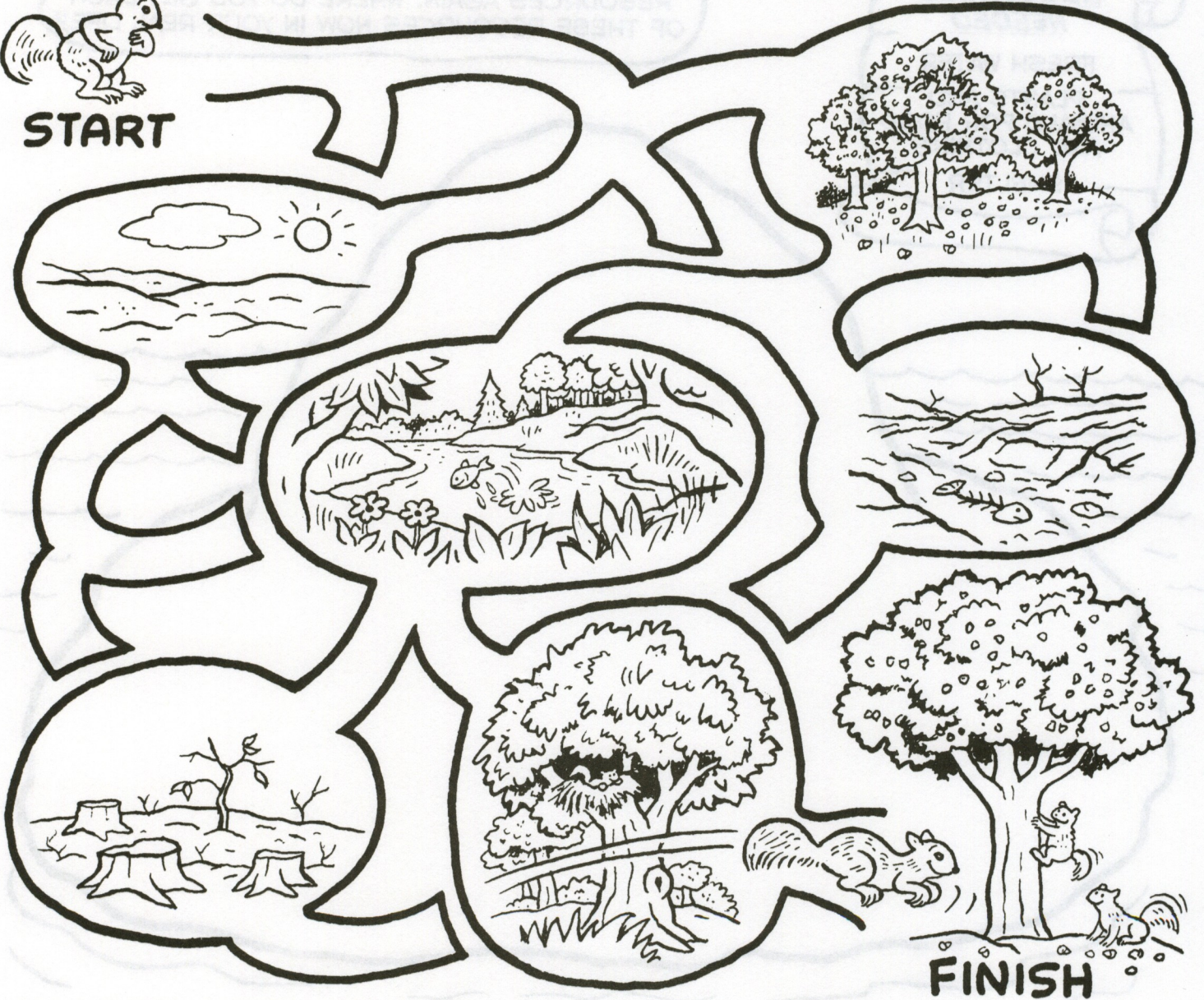
EVERY DAY'S MAZE



EVERY DAY ANIMALS MUST GET WHAT THEY NEED TO LIVE FROM THEIR HABITAT. A GOOD HABITAT HAS THE RESOURCES AN ANIMAL NEEDS. HELP THIS SQUIRREL FIND A GOOD HABITAT BY FINDING THE WAY THROUGH THIS MAZE. CHOOSE THE PATHS THAT LEAD TO **FOOD, WATER, AND SHELTER**.



START



FINISH

Goal: Readers will negotiate a maze by choosing paths that represent availability of food, water and shelter.

EE Standards: Strand 2.2 – The Living Environment. Guideline A – Learners understand the concept of habitat. References to National Education Standards: Science Benchmarks 102-103; Science 127-129; Geography 120.

INDEPENDENCE ISLAND

LIKE PLANTS AND OTHER ANIMALS, PEOPLE NEED A GOOD HABITAT TO LIVE.

IMAGINE YOU HAD TO LIVE ON THE ISLAND SHOWN BELOW. LOOK AT THIS LIST OF RESOURCES. DRAW THE RESOURCES YOU NEED ON THE ISLAND. FOR EXAMPLE, YOU COULD DRAW A LAKE OR STREAM TO GIVE YOU FRESH WATER.

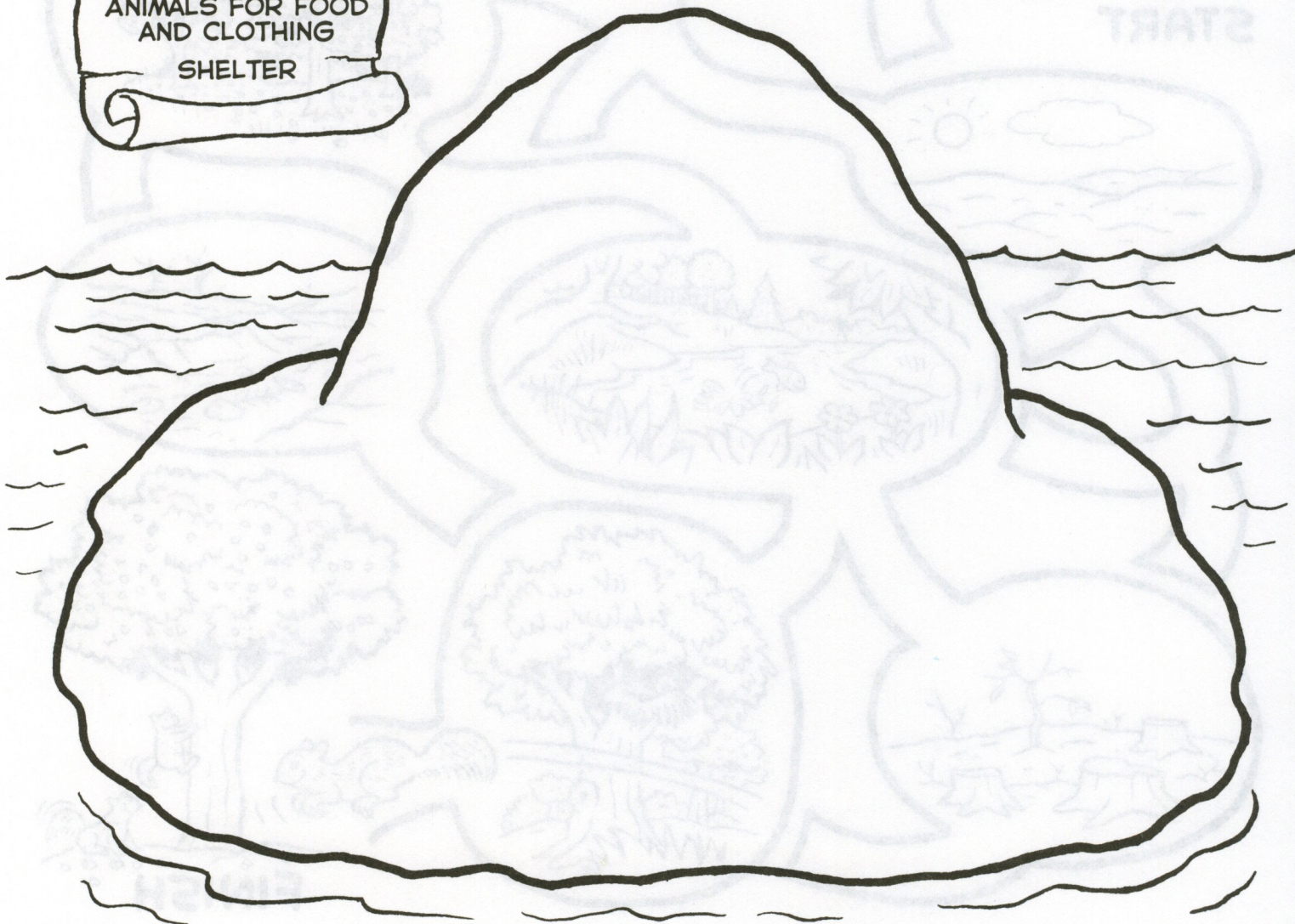
WHEN YOU ARE FINISHED, LOOK AT THE LIST OF RESOURCES AGAIN. WHERE DO YOU GET EACH OF THESE RESOURCES NOW IN YOUR REAL LIFE?

RESOURCES NEEDED

FRESH WATER

PLANTS AND ANIMALS FOR FOOD AND CLOTHING

SHELTER



Goal: Readers will visualize a habitat for themselves by drawing pictures of resources, then identify those resources in their daily lives.
EE Standards: Strand 2.2 – The Living Environment. Guideline C – Learners understand basic ways in which organisms are related to their environments and to other organisms. References to National Education Standards: Geography 132; Science 129; Science Benchmarks 116.

Abbie Tat and the Three Bears



ALL ANIMALS MUST HAVE A **GOOD HABITAT** TO LIVE! READ THIS STORY ABOUT THREE BEARS AND THEIR SEARCH FOR A PLACE TO LIVE. WHEN YOU COME TO A BLANK SPACE, SAY OR WRITE THE MISSING WORD TO HELP COMPLETE THE STORY.



Once upon a time, a family of three bears visited their friend Abbie Tat. "Hello, Abbie Tat," said Father Bear. "Can you help us find a good place to live?"

"Sure!" said Abbie Tat. "We will look for fresh water, good food and shelter, so you can have a good h _ _ _ _ _ !"

First, they went to the seashore. "There is plenty of water here," said Mother Bear. "But it is salty, and not good to d _ _ _ _ _ ."

"There are not many bushes with berries," said Father Bear. "Where will we get f _ _ _ _ _ ?"

"Sleeping on sand makes me itchy," said Baby Bear. "Let's keep looking."



Next, they went to the frozen Arctic. "All the water here is frozen," said Mother Bear. "

"I don't see bushes with berries or anything else to e _ _ _ , " said Father Bear. "There might be fish under all that ice, but I am not a Polar Bear!"

"It's too cold here, with nowhere to hide. Let's keep looking," said Baby Bear.



Then, they went to a forest. "There is a lot of fresh W _ _ _ _ _ in this stream," said Mother Bear.

"These berries are delicious," said Father Bear. "And that is a nice looking fish. There is a lot of food here!"

"These caves will give us S _ _ _ _ _ from rain, wind and cold. Let's stay here!"

"Thank you for helping us find a home, Abbie Tat!" said the Three Bears.

"I'm glad to help," said Abbie Tat. "Everyone needs a good habitat!"



The End

Goal: Readers will complete a story about habitats with words that describe resources and their availability.

EE Standards: Strand 2.4 – Environment and Society. Guideline C – Learners understand the basic concepts of resource and resource distribution. References to National Education Standards: Economics 1-2; Geography 136-137; History 22; Science 140.

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Answers
habitat, drink, food,
eat, water, shelter

GOOD NEWS NEIGHBORHOOD

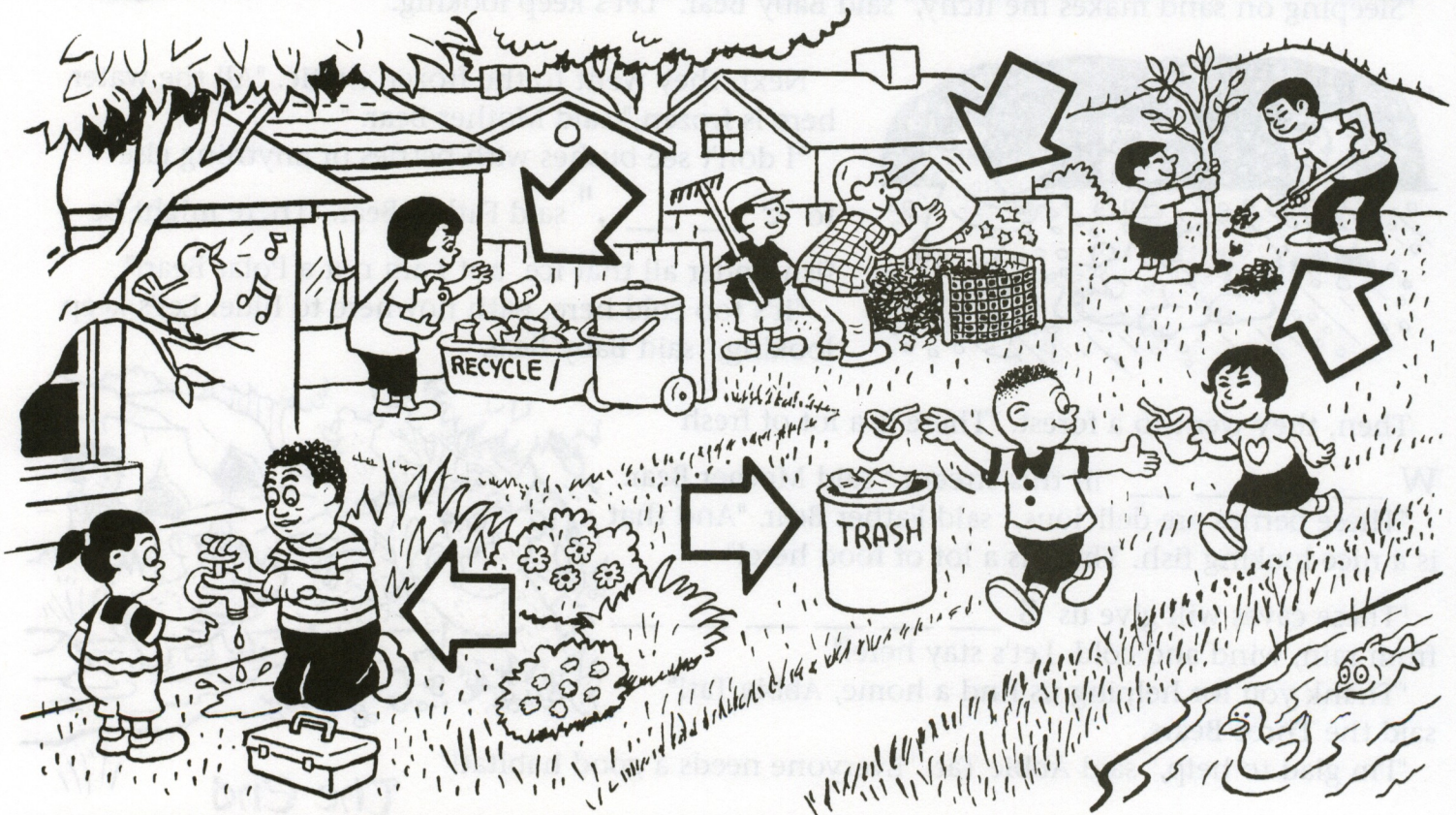
The things that we do affect our habitat. We **conserve** resources when we take care of them and use them carefully. This is called **conservation**. Each one of us can conserve resources to help keep our habitat good for living!



LOOK AT THIS PICTURE OF A NEIGHBORHOOD. PEOPLE HERE ARE DOING THINGS THAT CONSERVE RESOURCES. READ ABOUT EACH ACTIVITY AND HOW IT HELPS OUR HABITAT. FIND THE PEOPLE DOING THAT ACTIVITY IN THE PICTURE. WRITE THE NUMBER OF THE ACTIVITY IN THE ARROW NEXT TO ITS PICTURE.

Activities (things that people can do)

1. Plant a tree or a shrub. Plants hold soil, clean air and give food and shelter to wildlife.
2. Put leaves and grass clippings in a compost pile. Old leaves and grass turn into new soil.
3. Find leaky faucets and ask parents to fix them. Fixing leaks saves water.
4. Recycle glass, paper, metal and plastic. Making used bottles, cans, and paper into new things saves energy and resources.
5. Keep trash out of water. People and wildlife need clean water.

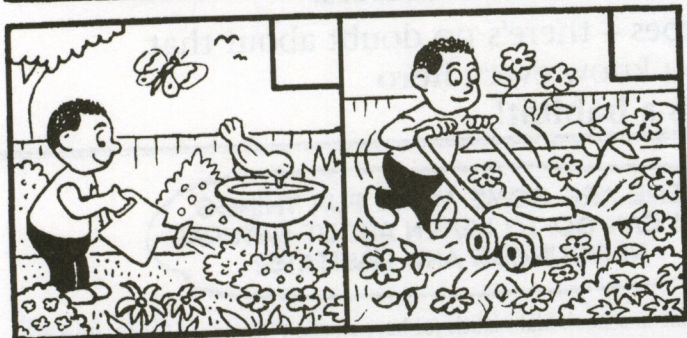


Goal: Readers will identify common conservation practices and match them with a description of how they conserve resources.

EE Standards: Strand 4 – Personal and Civic Responsibility. Guideline C – Learners possess a realistic self-confidence in their effectiveness as citizens. References to Civics and Government 38-39; Social Studies 60-64.

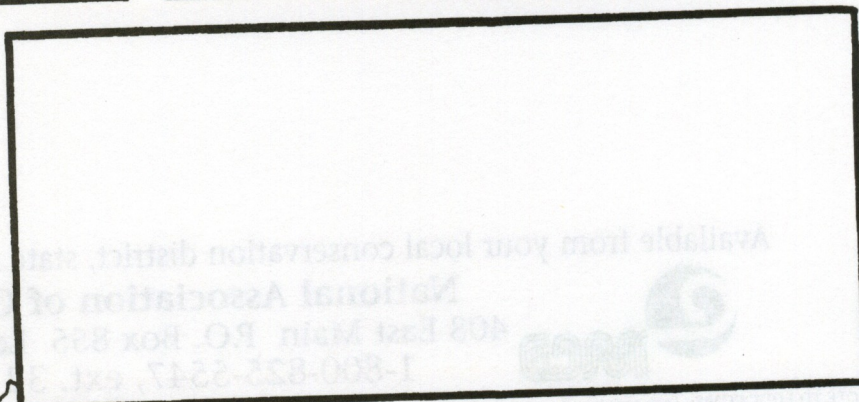
IT'S YOUR CHOICE!

YOU CAN BE A HABITAT HERO BY MAKING THE RIGHT CHOICES! LOOK AT EACH PAIR OF PICTURES. CHECK THE BOX THAT SHOWS SOMEONE CONSERVING RESOURCES.



FOR EACH BOX YOU CHECKED, DESCRIBE HOW RESOURCES ARE CONSERVED. HOW DO THE PEOPLE'S ACTIONS HELP THEIR HABITAT? MAKE THE **RIGHT** CHOICES, AND YOU MAKE THE WORLD A BETTER PLACE!

DRAW A PICTURE HERE OF YOU DOING SOMETHING TO CONSERVE RESOURCES.



Goal: Readers will choose between two pictures to identify the activity that better conserves resources. They will describe how the activity conserves resources to improve a habitat. They will draw an original picture of themselves conserving resources.

EE Standards: Strand 4 – Personal and Civic Responsibility. Guideline D – Learners understand that they have responsibility for the effects of their actions. References to Civics and Government 38-39; Social Studies 73-75.



A habitat needs **heroes** to keep it safe and strong.

You can be a hero – it won't take very long.

You don't need to be super strong with special fancy forces.

Just take care of your habitat and natural resources.

We should **all** be habitat heroes – there's no doubt about that.

Because you know every **hero**

Needs a **habitat!**

ADDITIONAL ACTIVITIES



HERE ARE SOME MORE FUN THINGS
YOU CAN DO TO LEARN ABOUT NATURAL
RESOURCES AND HABITATS!

Look and Label - Take a photograph of one or more areas near your home or school. Make labels (or have an adult help make labels), then put them on the picture to show the resources there. You can also draw or paint a picture of a scene, then write labels on the resources in your drawing.

Make A Mess! - Make several different "shoebox terrariums." Put different combinations of soil, water, rocks, and plants in plastic tubs or shoeboxes lined with plastic bags. You can also vary how much light each one receives. Observe the results. How do the different resources work together? Compare your terrariums to larger habitats, including your own.

Take A Tour - Take a walking tour around your schoolyard, neighborhood or a local park. Point out natural resources that you see and discuss how they work together in that habitat. Pay particular attention to how sources of water are connected, and how habitats big and small center around sources of fresh water.

Available from your local conservation district, state natural resources agency and the



National Association of Conservation Districts

408 East Main P.O. Box 855 League City, TX 77574-0855

1-800-825-5547, ext. 32 www.nacdnet.org

NOTE TO EDUCATORS: Each activity was developed with an educational goal in mind that should be adapted to the needs of the grade level you are teaching. Also, each activity is correlated to environmental education standards established by the North American Association of Environmental Education, as outlined in the book *Excellence in EE – Guidelines for Learning (K-12)*. Note that each guideline includes references to national education standards that form the basis for the state standards you follow. The goal and standards are listed at the bottom of each activity.

Habitat Heroes is sponsored and distributed by the National Association of Conservation Districts, P.O. Box 855, League City, TX 77574-0855. Telephone 1-800-825-5547. www.nacdnet.org

Created and produced by Custom Comic Services, PO Box 1075, Doylestown, PA 18901 www.customcomicservices.com Copyright © 2000 Custom Comic Services

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